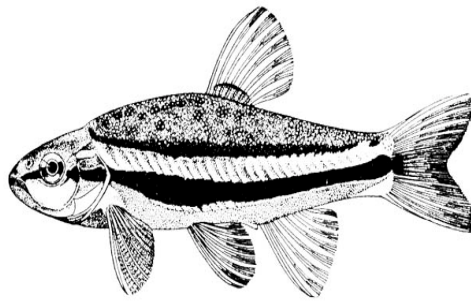


Aboriginal X-ray style Painting

Visual Arts/ Science Module

Grades 7-8



by

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Lathrop R-II School District

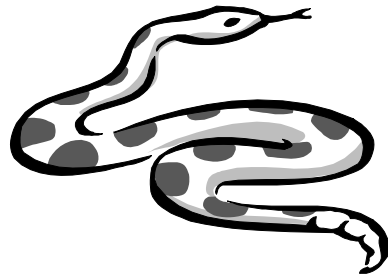
Northwest Regional MAP Center

Aboriginal X-ray Style Painting

Purpose: This module will assess the students' ability to recognize and identify vertebrates and invertebrates. The students will also examine the Aboriginal art form of X-ray style painting for specific characteristics and elements as well as the meaning and purpose for this art. Additionally, the student will create a x-ray style painting which includes stated characteristics and criteria. Craftsmanship and process will also be assessed.

Show-Me Standards Addressed:

Knowledge: FA 1, FA 4, FA 5, SC 3
Performance: 2.5, 3.5



Grade Level Range: 7-8

Subject Area: Visual Arts/ Science

Materials and Resources Needed: Pencil, construction paper, tempera paint and brushes, photographs and/or photocopies of various animals (vertebrates and invertebrates), video: "Australian Dreamings; c 1996 by Crizmac" and module packet.

Time Needed for Event: three to four- 50 minute class periods

Administrator's Instructions: Provide verbal instruction for all activities within module. Go over scoring guide for performance event for student understanding of what is required and expected.

Pre-assessment Instructions: Students will have to have the prerequisite knowledge of vertebrates and invertebrates from science curriculum and instruction and the elements, purpose and criteria for Aboriginal x-ray painting. Students will view a video and participate in class discussion concerning vertebrates and critique example paintings.

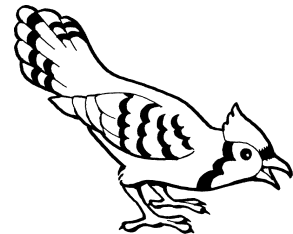
Aboriginal X-Ray Style Painting Student Response Sheet # 1

1. Using the listing of animals shown below, place a “V” in front of the animal’s name if it is a **vertebrate** and a “I” in front of the animal’s name if it is an **invertebrate**.

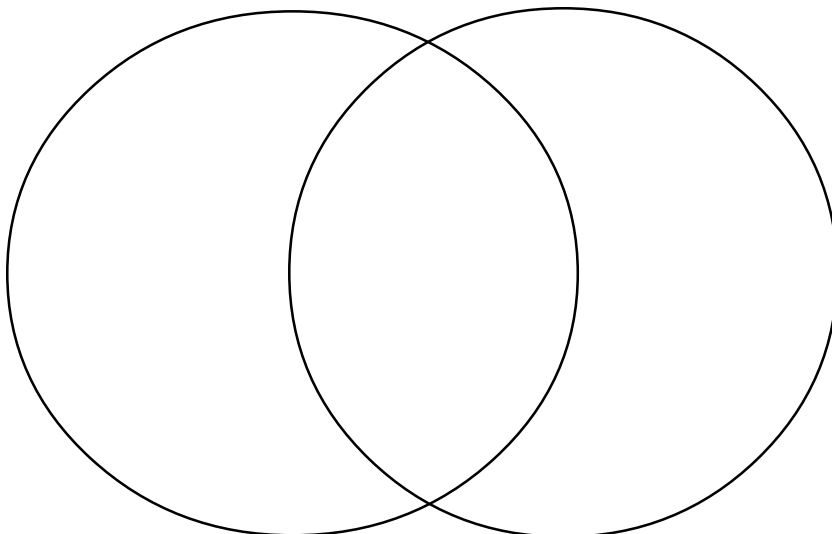
___ antelope	___ honey bee	___ crocodile	___ elephant
___ butterfly	___ king cobra	___ tiger	___ stag beetle
___ gar pike	___ parrot	___ water bug	___ sturgeon
___ eagle	___ dragon fly	___ shark	___ plaice
___ jelly fish	___ penguins	___ flying fish	___ snail
___ oyster	___ salmon	___ ostrich	___ turtle
___ herring	___ earthworm	___ frog	___ eel
___ starfish,	___ squirrel	___ sea urchin	___ crab
___ whale	___ monkey	___ kangaroo	___ spider
___ hedgehog	___ pelican	___ albatross	

2. Which of the following are **NOT** examples of invertebrates?

- a. spiny-bodied
- b. segmented worms (annelids)
- c. chordates
- d. arthropodous



3. Use the Venn diagram to show 2 similarities and 2 differences between cold-blooded and warm-blooded animals. Be sure to add labels.



Aboriginal X-ray Style Painting Student Response Sheet # 2

4. Explain why aborigines show the inside of vertebrate animals.

Performance Event:

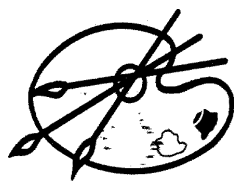
Pretend you are an Aborigine and have great concern for the rights to your land and your livelihood. You will create an x-ray style painting that expresses your emotion and message about your struggle. As a means of planning for your painting, you will make a preliminary sketch. Upon completion of the painting, you write an explanation that tells the message and emotions portrayed by your x-ray style painting.

Your x-ray style painting will be assessed according to its ability to:

- Include an outlined sketch of a vertebrate animal;
- Include the 3 internal characteristics described in Gagudju x-ray paintings;
- Include a pattern of repeated design (lines & shapes) to fill negative space around the figure;
- Use an aerial composition-with no real top or bottom to the picture-work around the space;
- Clearly portray emotions that would be felt by an Aborigine who has concern about his rights to land and livelihood;
- Clearly portray (send) a message to others about this concern.

Your written explanation will be assessed according to its ability to:

- clearly communicate to others its intended purpose;
- accurately describe the emotions and feelings portrayed in your x-ray style painting.



Aboriginal X-ray Style Painting

Scoring Guide for Performance Event

Painting:

- 4** Subject is of a vertebrate. It includes 3 internal characteristics described in Gagudju x-ray style; spine, organs, and body cavities. A pattern of repeated design has filled @ least 50% of the negative space around the figure. Aerial composition has been used; there is no real top or bottom. Painting demonstrates good craftsmanship with thin lines used for subject and design. Complete and reasonable explanation of emotion and struggle.
- 3** Subject is of a vertebrate. It includes 2 of the 3 internal char. of x-ray painting. A pattern fills less than half, but more than 1/4 of the negative space. Aerial composition attempted, but top/bottom can be identified. Craftsmanship could be improved; lines could be thinner. Sufficient explanation of emotion and struggle.
- 2** Subject is of a vertebrate. It includes 1 of the 3 internal characteristics. A pattern fills less than 1/4 negative space. Top and/or bottom are evident in the composition. Craftsmanship acceptable, but somewhat messy, several lines too thick. Weak explanation of emotion and struggle.
- 1** Subject is not of a vertebrate. Does not include internal char. of x-ray style. Very little or now pattern fills the negative space around figure. NO aerial composition. Painting very messy, lines very thick. No explanation given.
- 0** Off task or not complete.

Explanation of Message Portrayed by Painting:

- 2** The explanation clearly communicates its intended purpose and accurately describes the emotions and feelings portrayed in your x-ray style painting.
- 1** The explanation describes the painting but not the message.
- 0** Other

